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ABSTRACT

This comprehensive developmental career education program includes follow-up and evaluation studies to serve students desirous of full- or part-time employment. Employment counseling is defined as individual or group assistance to secondary school students which will then enable them to develop and demonstrate successful job-seeking and holding skills. Placement services provide assistance to secondary school leavers or graduates who seek to obtain gainful employment and further education. Basic objectives of employment counseling and placement are listed, together with suggested activities for implementation. The specific roles of Division Superintendent, School Board, Program Coordinator, Principal, Guidance Director/Coordinator, Counselor, Teacher/Vocational Coordinator, and Advisory Committee are delineated. Included also are a calendar of activities and a suggested plan for their implementation, and detailed and useful appendices on a Record System, suggested Job Placement Service Forms and Sources of Information. (KS)

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Guidelines for Employment Counseling and Placement

Guidance Service
State Department of Education
Richmond, Virginia 23216
April 1976

CG 010 891

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FOREWORD

In 1975, the Virginia General Assembly enacted Senate Bill 647, which requires that "On and after September one, nineteen hundred seventy-six, each school board shall make available to secondary students employment counseling and placement services to furnish information relating to the employment opportunities available to students graduating from or leaving the public schools in the school division. . ."

These suggested guidelines have been developed by a committee composed of local educators and Department of Education personnel to assist Virginia school divisions in providing employment counseling and placement services for secondary school students. These shall be viewed as minimum guidelines. Many school divisions may go far beyond these suggestions in developing comprehensive programs.

It is hoped that these suggested guidelines will be useful in planning and implementing a comprehensive program of employment counseling and placement services to meet the needs which may be different in individual school divisions.

W. E. Campbell
Superintendent of Public Instruction

INTRODUCTION

Limited employment counseling and placement services have been conducted in Virginia's secondary schools for a number of years. Generally, some of these services have lacked a systematic approach and have not been available to every student. A comprehensive program which includes follow-up and evaluation studies should serve all students desirous of part-time or full-time employment. While local guidance counselors in the secondary schools should assume the major responsibility and leadership for these services, it is emphasized that all professional school personnel must lend support and cooperation in order to provide the best possible services to students. Effective services which aid students in making the transition from school to the world of work require a coordinated effort by administrators, counselors, teachers, the community, and the Virginia Employment Commission. Services should be provided for all students on a twelve-month basis and should be available to students for one year after they leave school.

Employment counseling is defined as individual or group assistance to secondary students which will enable them to develop and demonstrate successful job-seeking and holding skills. Placement services are those which provide assistance to secondary school leavers or graduates who seek to obtain gainful employment and further education. Employment counseling and placement services will be most effective in those schools in which students experience a comprehensive and developmental career education program.

The suggestions which follow were written purposefully to provide a broad, flexible--but minimal--base from which school divisions may operate. While specific objectives and activities are suggested, school divisions may wish to set their particular goals and objectives and to plan appropriate activities. It is imperative that all secondary schools create a climate by committing personnel, time, space, and other resources in which employment counseling and placement services are given priority. Before establishing employment counseling and placement services, school divisions should assess their needs. Specific plans for these services will depend on such factors as school population, geographic location, and employment opportunities. Long-range planning for implementation should contain clearly defined objectives and strategies and be included in the school division's sixth-year plan of action.

Personnel should be assigned to coordinate the division's plan for providing employment counseling and placement services. In-service education opportunities need to be provided for those having responsibilities for these services.

Information concerning the suggested guidelines may be obtained from the Guidance Service, Virginia Department of Education (804-786-2615). Sample forms are attached.

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The following persons who served on the Employment Counseling and Placement Committee are to be commended for an outstanding job of service and leadership:

MEMBERS

Dr. William C. Bosher, Jr., Principal
Highland Springs High School
Mr. Joseph F. Frichtel
Job Placement Coordinator
George Wythe High School, Richmond
Mrs. Beatrice Gustafson
Coordinator of Pupil Services
Fairfax County Public Schools
Dr. Rita J. Holthouse
Director of Guidance
Norfolk City Public Schools
Mr. Lloyd M. Jewell, Jr., Coordinator
Vocational Education Research and Statistical Services
State Department of Education
Mr. Gary L. Kelly
Supervisor of Guidance
Roanoke County Public Schools
Dr. Carl McDaniels, Coordinator,
Career Education
College of Education
Virginia Polytechnic Institute and State University
Mrs. Joyce Osborne
Vocational Counselor
Scott County Vocational Center
Mr. Prince E. Parham, Director
Adult and Vocational Education
Chesapeake City Public Schools
Mr. Earle Phillips
Director of Secondary Education
Prince William County Schools
Mrs. Vivian N. Williamson
Assistant Supervisor of Guidance
State Department of Education

Mr. Lloyd G. Walton, Co-Chairman
Division Superintendent
Appomattox County Public Schools

Mr. John R. Cook, Co-Chairman
Supervisor of Guidance
State Department of Education

III. Definition of Terms

1. CAREER INTERRELATIONSHIPS - a linkage between two or more career areas, such as carpentry and plumbing, which are craft interrelated; sales and politics which are persuasion related. Sometimes these are referred to as Worker Trait Group Arrangements.

2. EMPLOYMENT COUNSELING - individual or group assistance which will enable students to develop and demonstrate successful job-seeking and holding skills.

3. ENTRY JOB - a position into which students with a minimum of additional training may be hired, e.g., an apprentice electrician as opposed to an electrician or construction foreman.

4. EVALUATION - measuring the effectiveness of the employment counseling and placement service conducted on a continuous basis with major annual assessments.

5. FOLLOW-THROUGH - the secondary school's contacts with employers and individual students on the job to promote better working relationships or to assure success and advancement.

6. FOLLOW-UP - the secondary school's contact at planned intervals (e.g., 1, 3, 5, 10 years) with school leavers and graduates to determine their employment/education status and to receive comments regarding the effectiveness of the school program as a preparation for employment and education.

7. JOB DEVELOPMENT - a process by which a counselor or other school person contact employers to encourage them to list job openings with the school. This process may include informing employers about the types of skills students have to offer.

8. JOB SEARCH - an active and organized process of seeking full-or part-time employment.

9. LEISURE - consists of relatively self-determined activities and experiences which may result from having discretionary income, time, and social interests. These activities may be physical, intellectual, volunteer, creative or combinations thereof.

10. MEDIA - a combination of print and non-print materials and equipment used in a systematic way to enhance the employment counseling and placement service process.

11. OCCUPATIONAL CLUSTERS - an organized approach to grouping occupations into meaningful relationships. The most often used are the U. S. Office of Education 15 clusters and the U. S. Department of Labor 13 clusters. Other organizational patterns may be used.

12. PLACEMENT SERVICES - assistance to school leavers or graduates who seek to obtain gainful employment, to continue education, or to engage in a combination of employment and further education.

13. SCHOOL GRADUATE - an individual who has received a high school diploma or other formal recognition, e.g., a certificate, for the successful completion of a prescribed program of study.

14. SCHOOL LEAVER - an individual who leaves school prior to high school graduation or before completing a program of study without transferring to another school.

15. SECONDARY SCHOOL STUDENTS - those enrolled full-or part-time in a school with one or any combination of the following grade levels: 8, 9, 10, 11, 12.

IV. OBJECTIVES OF EMPLOYMENT COUNSELING AND JOB PLACEMENT

A. Students who participate in the employment counseling programs will be able to do the following:
   1. Demonstrate an understanding of their occupational interest, aptitudes, and skills
   2. Develop an individualized job search plan
   3. Write appropriate resumes and applications letters
   4. Conduct effective contacts with potential employers concerning job openings
   5. Complete employment application forms completely and accurately
   6. Participate effectively in job interviews
   7. Evaluate job options and use appropriate decision-making skills
   8. Conduct appropriate follow-up activities to job applications and interviews
   9. Understand and demonstrate appropriate work habits, attitudes, and interpersonal relationships necessary for satisfactory employment and advancement.

B. Students who receive assistance from placement services will:
   1. Demonstrate a knowledge of information related to employment opportunities
   2. Use job search skills
   3. Obtain successful job placement
   4. Participate in follow-up and follow-through activities.

V. SUGGESTED ACTIVITIES FOR IMPLEMENTATION OF STATED OBJECTIVES

A. Employment Counseling

<u>Objective #1</u>

Demonstrate an understanding of their occupational interests, aptitudes, and skills

<u>Suggested Activities</u>

1. Administer and thoroughly interpret vocational interest surveys at two points in the secondary school program, e.g., at the ninth and eleventh grades

2. Administer and thoroughly interpret a vocational aptitude battery, e.g., the Differential Aptitude Test battery
3. Conduct group guidance sessions to help students relate their academic course preferences, work experiences, volunteer experiences, academic grades and test scores, and leisure time activities to occupational choices
4. Make available in a central location in the school a comprehensive and current file of information on occupations, with provisions to advertise this information source to the students and to up-date the file each year. Inform students of supplementary sources of career information in the community.
5. Provide numerous opportunities each year--either through classroom activities or special programs--for students to interact with persons representing the fifteen occupational clusters and various career interrelationships

Objective #2

Develop an individualized job search plan

Suggested Activities

1. Conduct group guidance to stress the importance of each student's developing his/her own individualized plan for conducting a job search, including the target date on which he/she plans to be employed. Other goals in the plan should include the number of job options from which he/she plans to choose, the number of job interviews in which he/she plans to participate, the number of job applications he/she plans to file, the number of employer contacts he/she plans to make, and the sources of possible job openings which he/she plans to explore
2. Provide individual conferences to review each student's individualized job search plan, checking the realistic nature of the goals and the time sequences
3. Conduct group guidance to prepare students to anticipate, accept, and handle constructively any rejections they may receive

Objective #3

Write appropriate resumes and application letters

Suggested Activities

1. Show students models of appropriate resumes and application letters, highlighting the necessary elements such as personal information, educational background, school activities, work experience, interests, and references; the need for organization, brevity, and neatness; and the importance of zero error content
2. Provide opportunities for students to write resumes and application letters and to receive critical analyses of these resumes and letters
3. Provide discussion sessions between students and local personnel officials during which the role of resumes and application letters in the employment procedure is discussed

Objective #4

Conduct effective contacts with potential employers concerning job openings

Suggested Activities

1. Conduct group guidance sessions with students to discuss with them the varied sources of employment information, e.g., newspaper want-ads, personal contacts, public employment agencies, telephone directories, and door-to-door canvassing

2. Demonstrate the use of appropriate telephone techniques in contacting potential employers regarding advertised or possible job openings
3. Provide opportunities for students to practice, through role-playing, telephone contacts with potential employers
4. Demonstrate appropriate techniques to conduct a personal visit to a potential employer to inquire about an advertised or possible job opening. Elements such as dress, greetings, manners, and conversation content should be included.
5. Provide opportunities for students to practice, through role-playing, personal visits to a potential place of employment to inquire about an advertised or possible job opening
6. Provide programs in which local personnel officials offer suggestions concerning initial contacts with businesses

Objective #5

Complete employment application forms completely and accurately

Suggested Activities

1. Build a file of actual application forms used by area employers who have entry-level positions and obtain permission to duplicate the forms for instructional use
2. Show students models of acceptable and unacceptable employment applications, highlighting neatness, completeness, and accuracy
3. Provide opportunities for students to complete actual application forms and to receive critical analyses of their completed forms
4. Conduct group guidance to remind students of information which they should take with them whenever they anticipate completing an application form. This information should include elements such as social security number, full names, titles, addresses, and telephone numbers of persons providing references and of former employers
5. Provide opportunities for students to interact with personnel officials about the role of application forms in the employment process and about the most common mistakes made by students in completing such forms
6. Provide opportunities for students to discuss the legalities of requested application information

Objective #6

Participate effectively in job interviews

Suggested Activities

1. Use various media to introduce the concept of job interviewing to students and to stress its importance
2. Provide models of effective and non-effective job interviews to students, e.g., role playing by counselors and/or teachers to stress the importance of: (a) appearance, (b) the first few minutes of the interview, (c) sufficient eye-contact, (d) appropriate manners, and (e) the need to provide complete answers to questions
3. Provide numerous opportunities for students to simulate job interviews and to receive critical analyses of their interviewing styles
4. Plan an activity in which students conduct actual job interviews and then share their learning experiences with one another

5. Conduct sessions with students to give them suggestions about interviewing. These suggestions should include: (a) the importance of demonstrating knowledge of the business and arriving alone for the interview, (b) the purpose of interviews, and (c) what to expect during the interview
6. Provide opportunities for students to interact with employment officials to learn first-hand what the employers expect during the interview
7. Conduct group guidance to prepare students to appropriately accept or reject job offers during interviews

Objective #7

Evaluate job options and use appropriate decision-making skills

Suggested Activities

Provide aid and direction to students to enable them to engage in the following:

1. Establishing the relationship between the job activities and personal social values and career goals
2. Determining an expectation of what they are seeking through job satisfaction
3. Establishing criteria by which to determine employee behavior as it effects job satisfaction. The following elements should be included: cooperation, honesty, initiative, willingness to learn, willingness to follow directions, dependability, enthusiasm, acceptance of criticism, loyalty, and adherence to safety standards
4. Establishing criteria by which to determine behavior of employers as it affects job satisfaction. The following elements should be included: regular and prompt payment, safe working conditions, training for new job functions, introduction to co-workers and supervisors, explanation of rules and regulations, explanation of changes in duties, evaluation of work, job discipline, and honesty
5. Developing a personal inventory of skills, attitudes, and knowledge which can be analyzed in relationship to available jobs

Objective #8

Conduct appropriate follow-up activities to job applications and interviews

Suggested Activities

1. Provide models of suitable follow-up letters, telephone conversations, and personal contacts and provide the students with an opportunity to practice these techniques
2. Demonstrate to the students a system of maintaining a log or diary of their job search, including the names and addresses of people with whom they have interviewed, the date of the interview, the date the follow-up letter was sent, and the dates of any further contact from the interviewer
3. Provide suitable instruction to the students in accepting or refusing a job offer, via telephone, letter, or in conversation

Objective #9

Understand and demonstrate appropriate work habits, attitudes and interpersonal relationships necessary for satisfactory employment and advancement

Suggested Activities

1. Conduct sessions with students to review what employers expect

from their employees, emphasizing desirable employee traits
2. Have students role-play various situations in which there are conflicting and/or ambiguous expectations; e.g., authority conflicts, ethical conflicts, personality conflicts in school, and work roles
3. Conduct exercises in which students compare the potentials of a satisfying career with their career plans, including the areas of financial security and independence, personal autonomy, creativity, social contribution, and recreation
4. Have students examine and report on the teamwork requirements of their preferred occupation(s)
5. Conduct sessions between students and potential employers to review employer expectations concerning cooperation, loyalty, interpersonal communication, and interpersonal problem-solving
6. Provide opportunities for students to analyze and compare the organizational structure--both formal and informal--of the school, student government, and classroom in relation to potential work settings

B. Placement Services

Objective #1

Demonstrate a knowledge of information relating to employment opportunities

Suggested Activities

1. Use of a variety of media in the school to inform the students of current employment opportunities and future employment trends in the local area, state, region, and nation
2. Use computerized and non-electric systematized information programs to provide students with information
3. Encourage students to use personal sources, e.g., family, friends, and local businesses, to obtain employment information
4. Inform students of special training programs and work-study opportunities
5. Help students understand how to evaluate sources of information

Objective #2

Use job search skills

Suggested Activities

Confirm students' understanding of:

1. Availability of work opportunities in the local area, state, region, and nation
2. Employment alternatives
3. Filling out applications, developing resumes, and writing letters of application
4. Using public and private employment agencies
5. Making employer contacts and follow-up by mail or in person
6. Seeking information about prospective employers

Objective #3

Obtain successful job placement

Suggested Activities

1. Refer students for interviews with employers or other agencies
2. Have students follow up on the results of interviews

Objective #4

Participate in follow-up and follow-through activities

Suggested Activities

1. Send out questionnaires to students and employers to receive information
2. Use follow-up information to evaluate placement services
3. Use information to make curricular revisions
4. Visit employers for follow-through purposes

V. ROLES AND FUNCTIONS

Each of the persons listed below has an important role in implementing these guidelines. Recognizing that the organizational structure may vary within school divisions, it is recommended that one person be designated to assume responsibility for working with all personnel for carrying out these functions.

Role of Division Superintendent and School Board

- -- Establish policy providing for placement services and employment services as a part of the Division's total program
- -- Support as a priority function of guidance personnel the provision of career guidance, placement services and employment counseling
- -- Include employment counseling and placement services objectives in annual programs and six year plans
- -- Assign responsibility for employment counseling and placement services
- -- Provide resources required for implementing employment counseling and placement services
- -- Provide leadership and support for the total program
- -- Establish an advisory committee or utilizes existing committee

Role of Program Coordinator

- -- Provides leadership for development model(s) including objectives, activities, and evaluation outcomes relative to employment counseling and placement services
- -- Establishes or arranges for staff development activities
- -- Coordinates placement services among all secondary schools within the division and with the community, the Virginia Employment Commission, and private employment agencies.
- -- Assists individual schools in planning and implementing employment counseling and placement services
- -- Recommends needed changes in curricula or placement services based on an evaluation
- -- Prepares or directs the preparation of written reports to the Superintendent and/or School Board

Role of Principal

- -- Establishes a positive climate for employment counseling and placement services
- -- Assures that counselors are relieved of clerical and administrative duties
- -- Provides leadership for implementing these services an an integral part of guidance and the total school program
- -- Assures the selection of qualified personnel and provides appropriate facilities, time, equipment, materials, and clerical support

Role of Principal (continued)

-- Clarifies the roles of professional staff as they relate to employment counseling and placement services
-- Apprises the superintendent of the progress and requirements of guidance services in implementing these services
-- Assigns appropriate responsibility to all participating faculty members for career guidance and placement services
-- Encourages professional personnel to participate in staff development activities
-- Delegates responsibility for coordinating employment counseling and placement services within the school

Role of Guidance Director/Coordinator

-- Organizes, administers, coordinates, and supervises employment counseling and placement services within the school
-- Assigns staff responsibilities for these services
-- Informs the principal of the progress and requirements needed to implement and improve the services
-- Plans and initiates the program in cooperation with a local advisory committee, counseling staff, faculty members, the principal, community, the Virginia Employment Commission, and private employment agencies
-- Develops and/or approves the development and use of all records, forms, and materials required to implement those services
-- Evaluates by follow-up and follow-through the delivery of placement services and employment counseling
-- Formulates objectives, activities, and performance criteria for those services within a specific school
-- Accepts responsibilities for carrying out policies and activities related to employment counseling and placement services
-- Coordinates interpretation of these services to students, parents, community, and faculty members

Role of Counselor

-- Determines needs of individual student for employment counseling and placement services
-- Provides employment counseling and placement services in cooperation with other members of the guidance staff, faculty, community, the Virginia Employment Commission, and private employment agencies
-- Participates in staff development activities for professional growth
-- Understands resources of the community as related to the needs of the student
-- Keeps abreast of sources of information concerning occupations, employment trends, economic conditions, and educational opportunities
-- Serves as resource to classroom teachers

Role of the Teacher/Vocational Coordinator

-- Keeps abreast of current information with vocational and educational implications related to a subject matter field
-- Devises and/or locates methods and materials designed to help students understand and appreciate career implications of the subject matter being taught
-- Utilizes career-oriented methods and materials in the instructional program, as appropriate, as a means of educational motivation

Role of the Teacher/Vocational Coordinator (continued)

-- Assists students to acquire and utilize good work habits
-- Assists students to develop, clarify, and assimilate personally meaningful sets of work values
-- Assist students to achieve specific vocational competencies at a level which will enable students to gain entry into an occupational setting
-- Assists students to acquire job-seeking and job-getting skills
-- Participates in the job-placement, follow-up and follow-through activities
-- Assists students to acquire decision-making skills
-- Coordinates classroom activities with guidance services

Role of Advisory Committee

-- Represents educators, parents, students, and the business-labor-professional community
-- Advises on the establishment of employment counseling and placement services objectives
-- Assists the school, community, Virginia Employment Commission, and private employment agencies to work cooperatively to meet the needs of students
-- Suggests and assists with public relations activities

VI. SUGGESTED ACTIVITIES CALENDAR

ONE TIME ACTIVITIES	CONTINUOUS ACTIVITIES	PERIODIC ACTIVITIES
1. Selection of Advisory Committee (June)	1. Placement of students	1. Meeting with Placement Team (Monthly)
2. Drafting Forms (July)	2. Interviews with students	2. Meetings with Placement Advisory Committe (Quarterly)
3. Survey of Business (August & September)	3. Permission letters to parents	3. Contact News Media about Program (at least quarterly)
4. Presentation to Faculty (August)	4. Memo of Employment to Parents of Placed Students	4. Inform administrators of progress & activities of placement program (at least monthly)
5. Presentation to Students (September)	5. Updating files	5. Attending staff development activities (as scheduled)
6. Survey of Students (September)	6. Survey of new business	
7. Presentation to PTA (October)	7. Contact Employers about Job Adjustment of Students Placed	
8. Annual Evaluation (May)		
9. Revision of Job Placement Manual (May)		

VII. SUGGESTED IMPLEMENTATION PLAN

To accomplish the objectives of employment counseling and placement services, each school division must determine the organization that will best serve its needs. The structure of the program will be dependent on a number of factors, including the size of the school division; the geographic location;

the availability of part-time, full-time, summer, and volunteer work; and the nature and scope of vocational offerings.

A successful employment counseling and placement program involves the total community. Within a school the program involves the total staff, students, and parents. Although roles will differ, none can be excluded from a successful program.

Some important preliminary considerations are listed below to assist in planning a program:

1. A placement program should serve all students on a twelve-month basis and provide services for one year after they leave school. A year-round program will facilitate the maintenance of open lines of communication with employers.
2. The school leaver must be afforded placement services.
3. In large school divisions, the appointment of a division-wide coordinator of employment counseling and placement services should be considered and a full-time contact counselor designated for each school within the division. In small school divisions, a part-time coordinator should be considered on a division-wide basis, or two school divisions may share a full-time coordinator with a full-time contact counselor at each high school. Small high schools may find it necessary to designate a counselor on less than a full-time basis. Adequate clerical help should be provided. Assignment of non-guidance related duties to counselors--such as scheduling, homeroom duty, hall duty, and cafeteria duty should be avoided.
4. Placement personnel should become familiar with the needs and problems of the area business-labor-professional community.
5. Placement personnel need to possess a working knowledge of job dynamics such as:
   (a) Fair employment practices
   (b) Legal restrictions
   (c) Minimum wage laws
   (d) Social security registration
   (e) Job development
   (f) Hiring patterns
   (g) Labor union practices and requirements
   (h) Referral, follow-up, and follow-through
6. The placement staff should work cooperatively with the instructional staff to supply information and resource materials needed to teach employability skills. Job Clinics could be offered as mini units or could be incorporated in classes such as English or social studies.
7. Before students are referred for placement it is important that they demonstrate a knowledge of pre-employment information.
8. Placement personnel must coordinate efforts with existing school programs that have responsibility for placing students, e.g., co-op programs, to eliminate unnecessary duplication of services and to make maximum use of available information and resources. There should be a free exchange of information and strategies between counselors and work-study coordinators.

9. The Virginia Employment Commission (VEC) has been identified as a participant in this program, and a working relationship with the local office should be established. Labor market information distributed through Manpower Research and job information from Job Bank (microfiche) may be obtained from VEC. The school divisions, however, would have to purchase the microfiche viewer.
10. The assistance of other state and local agencies should be sought when working with handicapped students.
11. Follow-up and follow-through are necessary to determine what has happened after a student is placed and to ascertain whether the school's educational programs are adequately preparing students for employment or post-secondary education.
12. An advisory committee should be included in all planning and implementation procedures. Groups represented on the committee might include: Virginia Employment Commission; private employment agencies; other state and local agencies; employers and labor organizations; community groups (especially the Chamber of Commerce, Businesses and Professional Women's Clubs, Jaycees, Kiwanis) and civic leaders; students and parents; and retired citizens. An advisory committee may assist in the accomplishment of the following tasks:
    (a) Identifying target population in school and community
    (b) Devising appropriate promotion strategies and techniques
    (c) Identifying career information sources
    (d) Establishing a career information collection and delivery system
    (e) Advising on strategies for identifying placement opportunities, expecially job openings within the labor market natural to the area
    (f) Working with employers, lat r unions, etc., for identification of job openings
    (g) Analyzing and evaluating follow-up and follow-through data in terms of placement effectiveness
    (h) Re-designing program components in accordance with modifications which were recommended by the placement staff and approved by the superintendent and the school board
13. Provisions should be made for a continuous staff development program for those directly involved in the employment counseling and placement effort. Such a program would allow for the development and updating of placement skills, a regular exchange of information among placement personnel, and an early assessment of factors that influence the success of the placement effort (such as developments in the local labor market.)

After needs have been established, the following steps may be taken to implement an employment counseling and placement program:

1. Establish a division-wide advisory committee or utilize existing advisory committee
2. Select staff, assign responsibilities, and delegate authority
3. Develop a procedures manual (systems and forms for gathering student data, job data, accountability procedures, follow-up, feedback, reports, etc.)
4. Survey in-school youth and local employers to determine needs and occupational opportunities. (The services of Virginia Employment Commission should be utilized to assist in determining occupational opportunities)

5. Inform graduates and dropouts of the availability of employment counseling and placement services
6. Establish individual school advisory committees, if necessary. (A division-wide committee will suffice for smaller school divisions)
7. Arrange meetings for counselors, teachers, and work study coordinators to discuss structure of operations
8. Conduct periodic orientation programs for all instructional personnel and develop continuous staff development for all persons involved with employment counseling and placement services
9. Develop strategies for teaching employability skills to in-school youths as well as graduates and early school leavers
10. Develop brochures and newsletters
11. Publicize services via radio, television, newspapers, and speaking to community and other organized groups
12. Establish a speakers' bureau composed of educators, business persons, and industry representatives
13. Establish periodic meeting times with various groups involved
14. Evaluate employment counseling and placement programs and make necessary modifications

VIII. SUGGESTED FORMS AND PROCEDURES

A procedures manual should be developed for placement services. The manual may contain the following information:

1. The names of placement personnel
2. The role and function of counselors and vocational teachers relative to placement
3. A publicity plan
4. Necessary forms and an explanation of their use
5. Procedures for reporting and evaluating
6. A calendar of activities

Examples of forms and a list of references are contained in the appendices.

APPENDICES

APPENDIX A

Record System

APPENDIX B

Suggested Job Placement Service (JPS) Forms

APPENDIX C

Sources of Information

APPENDIX A

RECORD SYSTEM

FORM NUMBER AND TITLE	USE	TYPE OF INFORMATION	HOW COMPLETED
*JPS 1-STUDENT SURVEY FORM	1. Assess student needs 2. Becomes permanent file in notebook	1. Personal data 2. Present employment status 3. Significant courses 4. Work experiences 5. Cooperative education programs if applicable	1. In homerooms 2. English classes 3. Health classes 4. Personal interview
JPS 2-PERSONAL DATA FORM	Obtain additional data from students desiring placement	1. Educational experiences 2. Skills, hobbies, interests 3. Attendance patterns 4. Physical handicaps 5. Employment record 6. References	Student completes in homeroom, study hall, visit to guidance office, etc.
JPS 3-COMPANY SURVEY FORM FOR EMPLOYERS (Note: will not duplicate vocational teachers contacts)	Matching students with jobs	1. Company contact data (address, phone, personnel director) 2. Data on jobs students may fill.	Personnel contacted by: 1. Vocational teachers 2. Advisory committee member 3. Counselor 4. Trained parent volunteers 5. Trained student aide

*JPS-Job Placement Service

RECORD SYSTEM (continued)

FORM NUMBER AND TITLE	USE	TYPE OF INFORMATION	HOW COMPLETED
JPS 4-STUDENT REFERRAL FORM	Introduce student to employers	1. Company name and contact person 2. Student name 3. Job interest 4. Record results of interview	1. School's job placement personnel completes upon referral of student 2. Employer
JPS 5-PARENT PERMISSION AGREEMENT	1. Parental permission for placement 2. Parental permission to release records	1. Explanation of program 2. Request for approval of student placement	1. School's job placement personnel completes form and sends to parents by students for signature
JPS 6-MEMORANDUM TO PARENT	Notifies parents of placement	Data on job in which student has been placed	School's job placement personnel completes and mails to parents
JPS 7-JOB ORDER	Record employer's request for applicants	1. Company contact person 2. Description of job and requirements 3. Hours and days needed for work 4. Wages and number of students needed 5. Interview date 6. Names of referrals	1. School's job placement personnel completes as a result of telephone call or 2. Prospective employer completes appropriate section

RECORD SYSTEM (continued)

FORM NUMBER AND TITLE	USE	TYPE OF INFORMATION	HOW COMPLETED
JPS 8-DAILY INTERVIEW LOG	To record interviews with students	Date, interviewee, referred to and results	Placement personnel completes form
JPS 9-EMPLOYER CONTACT LOG	To record contact with employers	Date, name of employer, how contacted	Placement personnel completes form
JPS 10-FOLLOW-UP SURVEY TO EMPLOYERS	To obtain data relative to student's job adjustment	1. Employment status 2. Work habits and attitudes 3. Job performance	Employer completes form
JPS 11-STUDENT FOLLOW-UP	To obtain job placement information and data significant for curriculum change	1. Employment status 2. Education or training 3. Personal data 4. High school evaluation	Student completes form
JPS 12-LETTER TO EMPLOYERS	To introduce Job Placement Service	1. Purpose of Job Placement Program 2. Name of school 3. Title of placement specialist	Placement personnel completes form
JPS 13-ANNUAL STATISTICAL REPORT	Annual job placement statistics	Workload of placement staff	Placement personnel completes form
JPS 14-MONTHLY STATISTICAL REPORT	Monthly job placement statistics	Workload of placement staff	Placement personnel completes form

APPENDIX B

JPS 1 (4/76)

STUDENT SURVEY FORM

Name _____ Social Security Number _____ Phone _____
last first int.

Address _____ Zip _____

Age _____ Sex _____ Race _____ Date of Birth _____ School Attending _____ Class of ____

Previous Employers _____

Type of Work You Have Done _____

Employment Preferred for: Part-Time _____ Full-Time _____ Temporary _____
Summer Only _____ Christmas Only _____ Volunteer Work _____

Type of Work Preferred _____ Driver's License? _____

Hobbies _____ Favorite School Subject _____

Present Class Schedule:

Teacher	Rm#	Course
1.		
2.		
3.		
4.		
5.		
6.		

Date Counseled _____

Referrals	Date	Results

Teacher References:

_____
_____
_____
_____

Comments:

_____
_____
_____
_____
_____

JPS 2 (4/76)

PERSONAL DATA FORM (SIDE 1)

Homeroom No. _____
Grade _____
Date _____

PERSONAL DATA: Complete an accurate description, experiences, abilities and background.

PLEASE PRINT

Name _____
last first int.

Address _____
number street

_____
city state zip code

Telephone Number _____ Social Security Number _____

Date of Birth _____ Weight ____ lbs. Height ____ ft. ____ in.
mo. day year

Type of Work Desired: 1st choice _____ 2nd choice _____

EDUCATION:

School:	Name:	Address:	Dates Attended From	To
Elementary				
Junior High				
Senior High				
College				
Other				

Curriculum (Please Check One) Academic _____ General _____ Business _____

Cooperative Programs: DE _____ COE _____

Have you Attended a Vocational/ Technical Center? _____ If so. What area? _____
Number of Years _____

Hobbies _____

Extra Curricular Activities _____
What Offices Have You Held? _____

How much time have you lost from work or school during the last two years? _____
Reason _____

Do You Have Any Physical Handicaps? _____ If so, What? _____

PERSONAL DATA FORM (SIDE 2)

EMPLOYMENT RECORD: (Present or most recent position first)

From_____ Name of Firm_____ Telephone No._____

To_____ Address_____ Salary_____

Type of Business_____ Your Position_____

Duties_____ Supervisor_____

Reason for Leaving_____

From_____ Name of Firm_____ Telephone No._____

To_____ Address_____ Salary_____

Type of Business_____ Your Position_____

Reason for Leaving_____

From_____ Name of Firm_____ Telephone No._____

To_____ Address_____ Salary_____

Type of Business_____ Your Position_____

Duties_____ Supervisor_____

Reason for Leaving_____

MAY WE CONTACT FORMER EMPLOYER? YES_____ NO_____

CHARACTER REFERENCES: Give Three Personal References (not relatives, or former employers) who are mature persons, business or professional men and women (one of whom should be a teacher at the school.)

NAME	ADDRESS	OCCUPATION
1.		
2.		
3.		

Please Check the Courses That You Have Had While In High School:

Typing _____wpm	Adding Machine_____	Dictaphone_____
Shorthand_____wpm	Calculator _____	Keypunch _____
Filing _____	Bookkeeping _____	Other_____

TRANSPORTATION: Driver's License_____ Own Car_____ Use of Family Car_____
Public Transportation_____

I certify that all statements made by me in this data sheet are true.

_____
SIGNATURE DATE

COMPANY SURVEY FORM FOR EMPLOYERS

Name of Company_____

Address_____ Phone_____

Official to Contact_____

Type of Work Your Company Does_____.

_____

I will employ: Age

_____High School Graduate _____Full-time _____Part-time	_____Drop-Outs _____Full-time _____Part-time	_____Students enrolled in school _____Full-time _____Part-time	_____14-15 _____16-18 _____over 18

Approximate hours _____; Approximate Wages _____

Do you have openings which could be filled by our Job Placement Service?

_____yes _____no

STUDENT REFERRAL FORM

Dear

This letter is to introduce _____, a student at _____ High School. Our office is referring _____ as an applicant for the position of _____.

We appreciate the opportunity of serving you and hope that you will call on us again. Please indicate the results of the interview and return this letter to us, in the enclosed envelope, as soon as possible.

Sincerely

Placement Coordinator

Student Placement Service

_____ High School
_____ Phone Number

****

Hired_____ Date_____

Not Hired_____

Comments:_____

_____

_____

PARENT PERMISSION AGREEMENT

Dear Parent:

_____ has applied to the Job Placement Office for assistance in finding (part-time_____, full-time_____, summer_____) employment. In the event that problems with school work follow his/her employment, we will request and encourage the employer to cease to use your son/daughter as an employee.

Prior to employment, some employers request information concerning grades and attendance. It is the policy of the _____ Schools not to release any information to any individual outside of the school system without written permission from the student's parents or guardians. If you will complete and sign the following form, this will provide us with permission to forward the necessary information and also indicate your knowledge of the work request.

Sincerely,

Coordinator
Job Placement Service

****

APPROVAL FOR PLACEMENT

My/Our son/daughter _____
(name, please print)
has my/our permission to work: (1) after school; (2) weekends; (3) both after school and weekends. I/We approve of the Student Job Placement Office helping him/her obtain work.

PERMISSION TO RELEASE INFORMATION TO PROSPECTIVE EMPLOYERS

I hereby give my permission to the Job Placement Office to release information regarding my child, requested by prospective employers only. It is my understanding that this information will be limited to grades and attendance.

_____
Signature of Parent or Guardian

MEMORANDUM TO PARENTS

MEMO TO: _____

RE: Placement on a Job

FROM: _____, Job Placement Coordinator

Your son/daughter _____ has been placed on a job through the Job Placement Program. Pertinent information about the job is as follows:

Company _____ Wages _____

Address _____ Days/Hours Worked _____

_____

Will leave school at _____.

If you have any questions, please contact me at _____ High School, _____.
(phone number)

JPS 7 (4/76)

JOB ORDER

Part-time_____ Full-Time_____ Temporary_____ Summer_____ Volunteer_____

Business_____ Phone_____

Address_____ Zip_____

Contact_____

Hours a Day_____

Days a Week_____

Salary_____

Description_____

_____

_____

Requirements_____

_____

_____

****

Date Received_____ By_____

Students Referred	Date	Graduate	Status Inschool	Leaver	Hired Yes	Hired No

SIDE 1

SIDE 2

DAILY INTERVIEW LOG

DATE	INTERVIEWEE	REFERRED TO	RESULT

EMPLOYER CONTACT LOG

DATE	EMPLOYER	PHONE	VISIT	COMMENT

FOLLOW-UP SURVEY TO EMPLOYERS

Dear Employer:

Please check the appropriate boxes for:

_____ _____
Name Social Security Number

If he/she is still employed, please check below: (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)

	1	2	3	4	5
Appearance					
Attitude					
Attendance					
Work Habits					
Performance					

If he/she is no longer employed by you, please check the section below:

_____Laid Off _____Quit _____Fired

If he/she was released, please check the boxes below that apply:

_____Poor Work Habits _____Poor Attitude

_____Irregular Attendance _____Undesirable Appearance

Please list any suggestions for improving our educational program so that our students will be better employees.

_____

_____

_____

_____

_____

_____

STUDENT FOLLOW-UP
SIDE I

GROUP I

1. What is your present status
   ____Military Service
   ____Employed
   ____Unemployed (go to Group II)
   ____Continuing education (go to Group V)

2. How many hours do you work a week?
   ____Less than 30 hours
   ____More than 30 hours

3. Where do you work?

   _____
   Company Name

   _____
   Company Street Address

   _____
   City State

4. What is the title of your present job?

   _____
   Title

5. How did you get your job?
   ____School job placement
   ____Virginia Employment Commission
   ____Private Employment Agency
   ____Vocational Teacher
   ____Other Teacher
   ____Relative
   ____Friend
   ____Found it myself

   _____
   Other (Specify)

GROUP I Continued

6. How long have you been on your present job?
   ____Less than 1 month
   ____1-3 months
   ____4-6 months
   ____More than 6 months

7. What is your pay per week (before deductions) on your present job?
   ____$50 or under ____$101-$125
   ____$51-$75 ____$126-$150
   ____$76-$100 ____$151/over

8. How do you like your present job?
   ____Like it very much
   ____Like it somewhat
   ____Dislike it somewhat
   ____Dislike it very much

GROUP II

9. If you are not employed now, are you looking for work?
   ____Yes ____No

GROUP III

10. Are you interested in training in another area?
    ____Yes ____No

GROUP III Continued

11. If yes, in item 10, indicate which area:
    ____Auto Body ____Machine trades
    ____Auto Mechanics ____Medical
    ____Carpentry ____Military
    ____College ____Office Work
    __2 Yr. __4 Yr. ____Sales
    ____Commercial Art ____Secretarial
    ____Cosmetology ____Technical
    ____Dental Schools
    ____Drafting

    _____
    Other (Specify)

12. Are you a high school graduate?
    ____Yes ____No

13. If no, in item 12, are you interested in:
    ____Completing high school
    ____Night School
    ____High School Equivalency (GED)

GROUP IV

14. If it took you longer than you expected to find your first full-time job, what was the most important reason?
    ____No jobs available in the community
    ____Wasn't interested in jobs available
    ____Parents wanted me to stay home
    ____Lacked skills or other qualifications for the job available
    ____Was too young
    ____Got married
    ____Went to college

    _____
    Other (Specify)

STUDENT FOLLOW-UP
SIDE II

GROUP V

15. What is your marital status?
____Single ____Married
____Divorced ____Separated

16. Do you have children?
____Yes ____No

17. If yes, in item 16, how many?
____1 child ____3 children
____2 children ____4 or more children

18. Where do you live?
____with parents
____rent own apartment
____own a home
_____
Other (Specify)

19. What was your birthdate?
_____Mo. _____Day _____Year

20. What is your age now?
_____
AGE

21. Do you have transportation?
____Yes ____No

GROUP V Continued

22. If yes, in item 21, what type?
____own car
____Bus
____Family car
_____
Other (Specify)

GROUP VI

23. Have you enrolled in any further education or training since leaving high school?
____Yes ____No

24. If yes, in item 23, check which type?
____College
_____
Name of College
____Part Time ____Full Time
____Public ____Private
____Adult Evening School
____Art School
____Business School
____Cosmetology School
____Nursing School
____Technical School
_____
Other (Specify)

GROUP VII

25. Indicate high school course of study
____College Preparatory
____Vocational
____General
_____
Other (Specify)

26. Please rate your former school on each of the items below.

Exc.	Good	Fair	Poor	
____	____	____	____	Instructors' ability to teach
____	____	____	____	Teachers' interest in students
____	____	____	____	Guidance/Counseling Service
____	____	____	____	Job Placement Service
____	____	____	____	Availability of career information
____	____	____	____	Information on availability of job openings
____	____	____	____	Tools and equipment
____	____	____	____	Condition of shops/labs
____	____	____	____	Condition of school building

If you have specific comments about your training, teachers, or school, please write them on a separate sheet of paper and enclose with this form.
THANK YOU FOR YOUR COOPERATION.

Dear Employer:

One of the major goals of public and secondary education is to prepare students for a vocation. The many educational activities in a school curriculum attempt to build skills and attitudes that will help the student prepare for the transition from school to work.

_____ is attempting to bridge this gap between school and work through the establishment of a Job Placement Service. Our basic function is to assist a student or potential employee in finding a job that will meet his needs and serve the best interests of society. This service will be available to all students, full-time, part-time, and former graduates and dropouts. The success of the Job Placement Service will depend upon the communication that is established between this service, business, industry, and other outside agencies.

(name of School)

As Job Placement_____, I would like to extend to you the service and availability of our office in helping to fill some of your employment needs. Our office will make every effort to work with and for you in establishing a good school and business relationship.

(title of person responsible)

At a later date, I will be visiting your business and look forward to meeting with you to better explain the Job Placement Service. If in the meantime, however, you wish to use our service, please feel free to contact our office at _____.

(name of School)

Sincerely,

ANNUAL STATISTICAL REPORT

_____
School Year

1. Number of students counseled for placement. . . . . _____
2. Number of students referred for placement . . . . . _____
3. Number of students placed . . . . . _____
4. Total number of interviews with employers . . . . . _____
5. Total number of referrals for placement . . . . . _____
6. Total number of placements. . . . . _____
7. Number of employers contacted . . . . . _____
8. Number of requests for employees. . . . . _____
9. Number of student work permits issued . . . . . _____

MONTHLY STATISTICAL REPORT

_____, Director

Month_____Year_____

1. Number of students counseled for placement. . . . . _____
2. Number counseled and referred . . . . . _____
3. Number counseled and not referred . . . . . _____
4. Number of students placed . . . . . _____
5. Number of interviews conducted with employers. . . . . _____
6. Number of employer contacts . . . . . _____
7. Number of requests for employees. . . . . _____
8. Number of non-employer contacts . . . . . _____
9. Number of work permits issued. . . . . _____

APPENDIX C

Sources of Information

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   Source: Bellman Publishing Company
   PO Box 164
   Arlington, Massachusetts 02174

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   3rd and Constitution Avenue, N.W.
   Room C 4331
   Washington, D.C. 20210

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3. Blackledge, Walter L., Blackledge, Ethel H., and Keily, Helen J. You and Your Job. Cincinnati: South-Western Publishing Co., 1967.

   Source: South-Western Publishing Company
   925 Spring Road
   Pelham Manor, New York 10803

   Price: $2.12 (paper)

4. Dreese, Mitchell. How to Get a Job. Chicago: Science Research Associates, 1971.

   Source: Science Research Associates
   259 East Erie Street
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   Price: Free

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    Price: $.65

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Price: Free

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Source: Occupational Outlook Service
Bureau of Labor Statistics
Room 2028, GAO Building
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Source: Occupational Outlook Service
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219 Park Avenue, South
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2460 Kenper Blvd.
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Room 10225
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Source: "Today" Educational Services, Inc.
192 Somerset Road
Delaware, Ohio 43015

Price: $20.00 (for the three volumes)
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